

**Sheryl's Plan      Term 1 2012      Citizenship**

Concept	Context	Values Key Competencies	Key Understandings	Subsidiary Questions
<p style="text-align: center;"><b>Citizenship</b></p> <p>A citizen is a resident of a town, derived from early French citeien, from cite – town, derived from Latin civitas "state of being a resident of a town, civis – citizen  It is a person who lives in a town or city  A person who owes allegiance to a government and is protected by it.</p> <p><u>Other definitions:</u></p> <p><a href="http://goo.gl/UKxu4">http://goo.gl/UKxu4</a></p> <p><a href="http://goo.gl/qBU3z">http://goo.gl/qBU3z</a></p>	<p><b>Ancient civilizations</b></p> <p><i>Contexts could include:</i></p> <p>Ancient Roman, Romans in Britain, Greek, South American cultures, Vikings.</p> <p>Digital citizenship</p> <p>Global citizenship</p>	<p><i>Key Comp:</i> Relating to others</p> <p><i>Values:</i> Gentleness Respect Success</p>	<p>Am I a citizen?</p> <p>Rights and responsibilities of belonging</p>	<ol style="list-style-type: none"> <li>1. Define citizenship</li> <li>2. What responsibilities come with being a citizen?</li> <li>3. Explain how the nature of citizenship has changed over time?</li> </ol>

Curriculum Learning Area	Achievement Objectives	Learning Intentions
Social Science	<p>Level 3</p> <p><i>Understand how people remember and record the past</i></p> <p><i>Understand how cultural practices vary but reflect similar purposes</i></p>	<p>Define a citizen</p> <p>Define citizenship</p> <p>Describe citizenship</p> <p>Explain how the members of an ancient culture acted as citizens</p> <p>Sequence the development of an ancient culture</p> <p>Analyse –part/whole responsibilities of the citizens of an ancient culture</p> <p>Formulate questions about aspects of an ancient culture</p> <p>Imagine what it would have been like to have been part of an ancient culture</p> <p>Create a short movie/pod cast/news report as a character or about an event from an ancient culture.</p>

**Team Task:**

*You are to be part of a Team production that explains to the audience the way citizenship of a town, city or country has changed over time. You will need to imagine you are living in another time and prepare costumes and props to be part of your class's scene. We will need to create an amphitheatre*

Bringing In Ideas (Multistructural)	Linking Ideas (Relational)	Putting Ideas In Another Context (Extended Abstract)
<p>Define citizenship</p> <p>"Ignite day" activities like...</p> <p>Roman numerals on classes</p> <p>Stone tablets for names on desks</p> <p>Class displays of unusual ancient objects, pictures of objects</p> <p>Class/team currency of ancient type coins</p> <p>Maps of ancient civilization that is class focus</p> <p>How did these people live – reading material for literacy times</p> <p>Class book log in ancient type shape or distance e.g. length of Hadrian's wall</p> <p>Latin words/links to English and other languages</p> <p>Key features of an ancient civilization e.g. rulers, rules, way of life, myths, customs...explored during literacy</p> <p>Links to RE program if examining Ancient Roman and Greek civilisations</p>	<p>Publishing writing onto ipad explaining aspects of a culture</p> <p>Use information gathered during reading times to create models/dioramas/movies...that inform or explain</p> <p>Explore how citizens of a time were informed of events, rules, changes, and expectations.</p> <p>Explain the downfall of ancient civilizations</p> <p>Make models of costumes/storyboards of scene explaining why all elements are included</p> <p>Compare and contrast Roman and Viking civilizations</p>	<p>Create a Roman mosaic that tells the story of...</p> <p>Explain the aspects of citizenship that we still embrace today</p> <p>Generalise whether 21<sup>st</sup> century citizens have more rights/freedom/responsibilities/opportunities... than their ancient counterparts</p> <p>Predict the challenges that citizens of countries currently involved in revolution with have to face</p>

Thinking Interventions (Multistructual)	Thinking Interventions (Relational)	Thinking Interventions (Extended Abstract)
<p>Use think/see/wonder when looking at pictures of ancient civilizations</p> <p>Use Describe map when gathering information</p>		

## Assessment: Curriculum Learning Area

<b>Extended Abstract</b>	I am able to think about some of the challenges future citizens of NZ and the world will face
<b>Relational</b>	I am also able to explain how citizenship has/has not changed over time
<b>Multistructual</b>	I am able to define citizenship and explain the responsibilities of being a citizen
<b>Unistructual</b>	I am able to define citizenship
<b>Prestructural</b>	I am unable to say what a citizen is

Key Competency assessment to be self assessed.

Classrooms to provide resources/teaching occasions around Key Competency to ensure student understanding before assessment.

## Assessment: Key Competency

<b>Extended Abstract</b>	I am also able to make statements about how these qualities influence both our class and wider society
<b>Relational</b>	I can explain why it is important to actively listen, recognize different points of view, negotiate and share ideas
<b>Multistructual</b>	I can list several things we should think about when interacting with other people in our classroom and other places
<b>Unistructual</b>	With help I can say one thing I do that shows I understand that my actions effect others
<b>Prestructural</b>	I don't understand what Relating to others is or why it is important

ICT Resources	Thinking Resources	What if...? Questions
<p><i>Suggested ICTs to support bringing in of ideas, the connecting of ideas and the putting ideas into another context.</i></p> <p>Inquiry cycle to consider  <a href="http://hooked-on-thinking.wikispaces.com/HOT+Inquiry+Model">http://hooked-on-thinking.wikispaces.com/HOT+Inquiry+Model</a>  <a href="http://www.chiddingstone.kent.sch.uk/homework/history">http://www.chiddingstone.kent.sch.uk/homework/history</a>  <a href="http://www.delicious.com">www.delicious.com</a></p>	<p><b>Mrs Potter's Questions</b></p> <p>These are a set of reflective thinking tools comprising of different questions you might ask</p> <p><b>During a task ask students:</b></p> <ul style="list-style-type: none"> <li>• What are you trying to do? (planning)</li> <li>• What are you doing well? (monitoring)</li> <li>• What are you not doing so well? (monitoring)</li> <li>• How could you improve? (regulating)</li> </ul> <p><b>After completing a task ask students:</b></p> <ul style="list-style-type: none"> <li>• What did you do well? (evaluating)</li> <li>• What didn't you do so well? (evaluating)</li> <li>• How could you improve? (regulating)</li> <li>• Did you complete the task? (evaluating)</li> </ul>	<p>What if we had no rules?</p> <p>What if we had an Emperor instead of a Prime Minister?</p> <p>What if only rich people were allowed to vote?</p> <p>What if only people who owned a house could be citizens?</p> <p>What if only males could be citizens?          We still had communal baths?          We had to reapply for NZ citizenship every year?          You lost citizenship to NZ if you left the country for 6 months?          What if the Roman Empire had not collapsed?</p>